

**Peace Corps/World Wise Schools**  
**Connecting Peace Corps Volunteers to Educators for Global Education**  
**Educator Alternate Team Member**  
**Statement of Work**

**I. Project Background**

Peace Corps' World Wise Schools (WWS) is a global education program offered to U.S. students in grades 3-12. Its mission is to stimulate interest in the world cultures, promote the study of geography, and demonstrate to young people the value of volunteer service. To this end, the program provides the opportunity for U. S. classes to correspond with Peace Corps Volunteers who are currently serving overseas. It also provides educators with resource materials in print, video, and on-line. World Wise Schools also maintains a database of returned Volunteer speakers who visit U.S. classes and organizations.

In June 1998, WWS was awarded a planning grant from the Department of Education's Consortia for Education to develop a plan for an on-line learning module and creation of a community of learners. After the plan was developed, WWS turned it into a proposal to the Consortia in order to obtain an implementation grant. In May 1999, WWS was awarded the implementation grant. An abstract of the grant follows:

Our team, "Connecting Peace Corps Volunteers to Educators for Global Education" (CPC/EGE) will bring together Peace Corps World Wise Schools (WWS) educators, Peace Corps Fellows educators, current and returned Peace Corps Volunteers, and other educators who will be involved in using and developing new teaching resources focusing on how water is used in daily life in the countries of Africa where Peace Corps Volunteers serve. This plan brings the experiences and expertise of Peace Corps Volunteers (PCVs) and returned Volunteers (RPCVs) to classrooms in the United States and fulfills a goal of Peace Corps, "to strengthen Americans' understanding about the world and its peoples -- to bring the world back home."

The project will initially focus on the Volunteer Views found under Global Education on the Peace Corps web site. We will revise this area, adding new standards-based lesson plans, and a new format, and then begin a new section focusing on the use and availability of water, how it affects the culture, and impacts the lives of the people in the countries of Africa. We will include links to already existing sections of Volunteer Views and other materials on the Peace Corps web site. The content of this section will be photos and first-hand accounts based on the daily experiences of Peace Corps Volunteers and staff members who currently serve or have served in these countries. Standards-based lesson plans utilizing these primary sources will initially be developed by educator members of the team. Additional plans and resources will be contributed by various members of the on-line community in an on-going basis. There will also be links to data and maps of the countries as well as opportunities for asynchronous communication.

## **II. Educator Roles and Responsibilities**

This agreement outlines the responsibilities, deliverables, and compensation for the educator alternates of the CPC/EGE team for the period **July 29, 1999 to July 15, 2000**. By signing this agreement, the Educator assents to the following:

- A. Participate in an on-line forum and read and answer all e-mails sent to him/her.
- B. Participate by conference call in CPC/EGE team meetings when called upon to do so.
- C. Submit all **Consortium for Education RG3** invoices completed in full in a timely manner.
- D. Complete the following steps in a written review of each learning unit:
  - 1. Review the anecdotal data and view the available photos.
  - 2. Check the desired results: What should students know and understand, and be able to do in regard to this data? Which National Standards will be implemented and which skills will be developed in the learner?
  - 3. Determine if the WWS essential questions appropriately correspond with the desired results.
  - 4. Review the assessment methods and tools for suitability and adequacy.
  - 5. Examine the learning experiences and instructional activities.
  - 6. Inspect the extension activities that integrate other curricular areas.
  - 7. Explore the list of suggested additional web-based resources.
  - 8. Discuss comments about the learning unit with its author via telephone or electronic communication.
- E. Pilot test the learning unit in his/her own classroom and report to the author about the results.
- F. Send a written report electronically or by mail to the team leader which includes the review of the learning unit, and a report of the pilot testing in the classroom, to include adaptations, lessons learned, successes, insights etc.
- G. Review and pilot test, a total of four learning units during the period of August 1, 1999 to July 15, 2000 according to the following schedule:

September 15 – October 15, 1999	<ul style="list-style-type: none"><li>a. Review the learning unit.</li><li>b. Discuss the results of the review with the unit's author by phone or electronically.</li><li>c. Test the learning unit in the classroom.</li><li>d. Send a written report (see F above) and invoice to the team leader and author.</li></ul>
December 15, 1999 – January 15, 2000	<ul style="list-style-type: none"><li>e. Review the learning unit.</li><li>f. Discuss the results of the review with the unit's author by phone or electronically.</li><li>g. Test the learning unit in the classroom.</li><li>h. Send a written report (see F above) and invoice to the team leader and author.</li></ul>

March 15 – April 15, 2000	<ul style="list-style-type: none"> <li>i. Review the learning unit.</li> <li>j. Discuss the results of the review with the unit's author by phone or electronically.</li> <li>k. Test the learning unit in the classroom.</li> <li>l. Send a written report (see F above) and invoice to the team leader and author.</li> </ul>
June 15 – July 15, 2000	<ul style="list-style-type: none"> <li>m. Review the learning unit.</li> <li>n. Discuss the results of the review with the unit's author by phone or electronically.</li> <li>o. Test the learning unit in the classroom if possible.</li> <li>p. Send a written report (see F above) and invoice to the team leader and author.</li> </ul>

### **III. Payment**

A deposit of \$100 per month as outlined in the schedule above will be electronically transferred into the account that you have identified. This electronic transfer will be processed upon completion and submission of the Education RG3 invoice and the deliverable and activities outlined for that month.

**Peace Corps/World Wise Schools**  
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**Educator Alternate Team Member Agreement**

I agree to complete the activities outlined in the *Connecting Peace Corps Volunteers to Educators for Global Education Educator Statement of Work* in a timely manner and to the best of my ability. I understand that the amount of \$100 per month will be deposited in my bank account only if I satisfactorily submit to the CPC/EGE team leader by the deadline listed:

- the completed Consortium for Education RG3 invoice
- and the deliverable for the month in question (September 15 – October 15, 1999, December 15, 1999 – January 15, 2000, March 15, –April 15, 2000 and June 15 – July 15, 2000).

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Maureen Wilson-Jarrard, Team Leader  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Betsi Shays, Director, WWS  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date